

**East Renfrewshire Council: Education Department
Practitioner Moderation Template**

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es and Os.

School Code	
Practitioner Code	Y14
Curriculum Area(s)	Health and Wellbeing and Numeracy
Level	Second Level
Stage(s)	Primary 6
Specific subject (if applicable)	

Experiences and Outcomes:

By investigating food labelling systems, I can begin to understand their contribution in making healthy food choices HWB 2-36a

I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way. MNU 2-20b

Learning Intentions:

To investigate food labelling systems

To gather and collate information

To organise information

To develop an awareness of how food labelling systems contribute to making healthy food choices.

To communicate results in an appropriate way.

Success Criteria:

I can list the types of information included on food packaging

I can create and complete an organised table with suitable headings

I can produce a bar graph with a suitable title, scale and labelled axis

I can explain which food is the healthiest and give reasons based on food packaging

I can produce a display with a suitable heading, labels and information.

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

Lesson 1

Design Principles

Challenge – Analysing food packaging

In small groups, pupil had to gather, analyse and list the different types of information included on the packaging.

Reporting back to the rest of the class and compile a class list.

Lesson 2

Design Principles

Application – applying previous knowledge about tables to create one that is suitable for a specific purpose/ finding, selecting and sorting information from a variety of sources.

Pupil had to choose which aspect of nutrition to collect information about (fat, sugar, fibre)

etc). Pupil had to choose whether to collect information per 100g or per portion
Create a suitable table in which to collect and collate information to complete the table.
Challenge – to extend the table to show the information for another nutritional aspect.

Lesson 3

Design Principles

Breadth – growing confidence in using ICT for a variety of learning opportunities.

Pupil to accurately produce the table in a spreadsheet package

Producing a bar graph(using the spreadsheet package), ensuring that it has a suitable title, scale and labelled axis.

Challenge – produce a bar graph that organises information about two nutritional aspects.

Lesson 4

Design Principles

Application – analysing and interpreting evidence to draw conclusions about which foods are the healthiest.

Pupil should use the graph to interpret which foods are the healthiest based on the nutritional aspect chosen. Pupil to write a short paragraph to draw conclusions.

Lesson 5

Design Principles

Application – gathering information from a variety of sources to display as a whole

Pupil to create a display of the completed work(graphs, written work, cereal products) that has a suitable heading and labelling.

Children to visit each display and peer assess.

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

Write – list of information from food packaging

A short paragraph to draw conclusions about healthy products

Make – An organised table with suitable headings showing information about a nutritional aspect

A graph with a suitable title, scale and labelled axis

A display containing a heading, labelling and information.

Did the learner successfully attain the outcomes? YES

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

The oral/written feedback given to the pupil on their progress and next steps has been included on the evidence provided for each lesson.

Please note that the success criteria have changed slightly as they were devised with the children during the lessons. They have been written on the evidence for each lesson.

Pupil Voice:

The pupils chose the context for their learning – cereals, by narrowing down their initial ideas to cereal, bread and yoghurts and then voting.

The pupils devised the SC in each lesson.

Self/peer assessment included in evidence.

Learner Evidence

Thursday 3rd November
 LI To investigate Food Labelling
 S.C I can list information that is on food packaging.

750g
 Whole grain ✓
 Energy - 1554 KJ ✓
 Fat - 4.0g ✓
 O f wich saturates - 1.7g ✓
 Carbohydrates - 68g ✓
 O f wich sugars - 18g ✓
 Fibre - 10g ✓
 Protein - 10g ✓
 Salt - 0.20g ✓

Ingredients

- Wheat 82%
- plain chocolate 7%
- Coco powder
- Coco butter
- Malted Barley
- Soya
- Coco mass
- iron
- Fat, reduced
- Thiamin

Whole grain
 Energy KJ - 1501
 Energy Kcal - 356
 Fat - 2.4g
 O f wich saturates - 0.5g
 Carbohydrates - 64.7g
 O f wich sugars - 15.7g
 Fibre - 16.0g
 Protein - 10.8g
 Salt - 0.75g

Ingredients

- Wheat 69%
- Sugar, barley
- Malt extract
- iron
- Vitamin E
- Vitamin D
- Vitamin B12
- Thiamin
- folic acid
- riboflavin

Lesson 1

I think that we got the main bits of information but could have got more about allergy advice.

could have included other things such as guarantees, allergy information warnings (as you have pointed out above) and R.D.A.

* Good work Ava. You listed lots of the information found on the food packaging, but you

Lesson 2

Monday 9th November

Food Labelling

I. To gather and collate information
 S.C.I can make and complete a table that is
 organised with appropriate headings

Cereal	Sugar(g)	Fibre(g)
• Weetos Chocolate	• 24	• 6.2
• Weetabix Chocolate	• 18	• 10.0
• Multigrain hoops	• 19	• 19.0
• Wholegrain bran flakes	• 15.7	• 16.0
• Krave	• 30	• 3.0
• Honey cheerios	• 24.0	• 7.8
• Wheat biscuits	• 4.4	• 10.0
• Choco Rice	• 32	• 3.4
• Shredded wheat	• 0.7	• 12.5
• bran flakes	• 17	• 15

You created and completed an organised table with appropriate headings. 😊

Next time, make sure that the columns are a bit wider so that you don't have to take 2 lines each time. That would also mean that you don't need to use bullet points.

Lesson 3

L.I. To organise information.

S.C. I can produce a bar graph with a title, axis headings and a suitable scale.

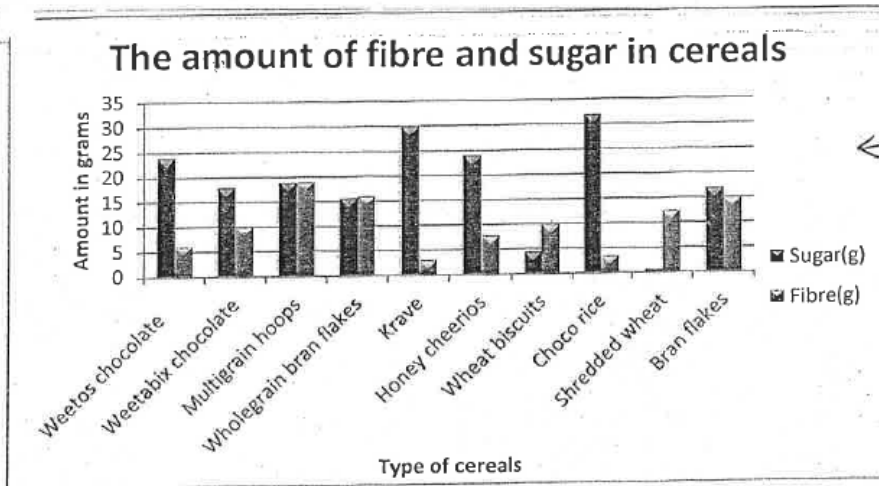
* Feedback given to the pupil:

"You have created a bar graph with a title and a suitable scale.

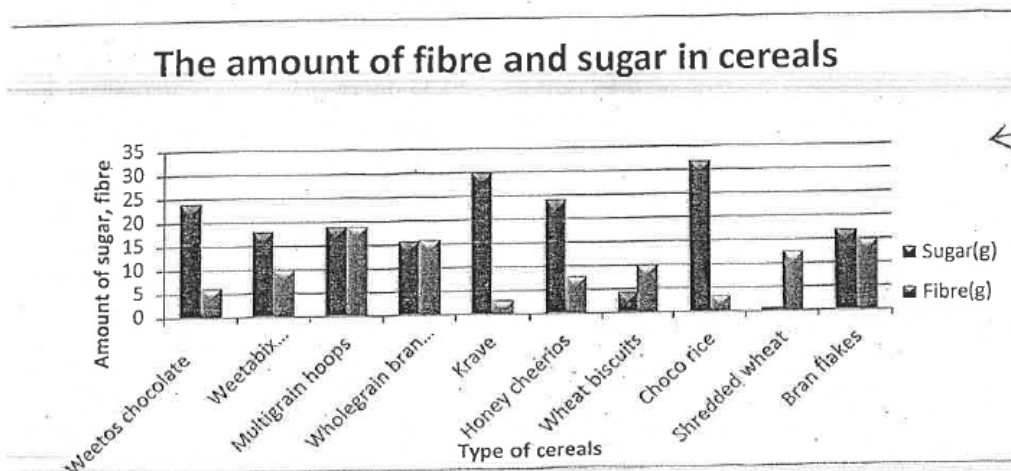
The x axis is labelled appropriately but the label for the y axis could be improved by including the unit of measurement."

* At the end of the lesson, ^{the} pupil said:

"I'll remember to include the unit of measurement next time."



* Feedback was given on her 1st graph and then she created this one.



1st graph created.

Lesson 4

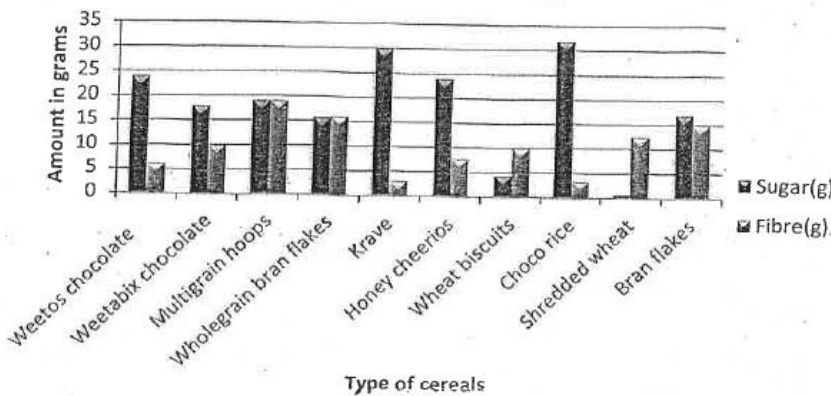
Tuesday 10th November
Food Labelling

- I To develop an awareness of how food labelling systems contribute to making a healthy food choices

S.C I can explain which cereals are the healthiest by looking at my bar graph.

Here are some of the cereals you should eat if you want to have a lot of fibre in your diet. Shredded wheat 12.5g, Bran flakes 15g, (Normal) cheerios 19 grams. I would try and avoid to eat Choco rice, Krave and Weetos chocolate because they all have a large amount of sugar.

The amount of fibre and sugar in cereals



Here is the amount of fibre and sugar in cereals

😊 You were able to explain which cereals were the healthiest by giving information from the bar graph. I assume that the Multigrain hoops are actually the normal Cheerios that you mention? *yes it is.*
I like that you also included information about which cereals are not so healthy.